

CRAIGDHU PRIMARY SCHOOL

**Prestonfield
Milngavie
Glasgow
G62 7PZ**

Tel: 0141 955 2237

Email : office@craigdhu.e-dunbarton.sch.uk



HANDBOOK

SESSION 2025/ 2026

Website : <http://www.craigdhu.e-dunbarton.sch.uk/>



Contents

Head Teacher welcome.....	4
East Dunbartonshire Council's vision statement	5
SECTION 1.....	6
School Information.....	6
Accommodation and Facilities	7
Time Out Club.....	7
Staff Information	8
School Timetable.....	9
HOLIDAYS 2025/2026.....	9
School holidays 2025/26.....	9
Attendance and Absence	10
Parental Communication with School in Case of Emergency	12
Comments, Compliments and Complaints Procedure	12
Parents Welcome	13
Parent Council	14
Parent Teacher Association (PTA)	15
School Improvement Plan Groups (SIP GROUPS)	15
SECTION 3	16
School Ethos	16
Vision, Values and Aims	16
Equal Opportunities and Social Inclusion.....	18
Development of Pupils' Spiritual, Moral, Cultural and Social Values.....	18
Pupil Conduct	20
SECTION 4	21
School Curriculum	21
Literacy	22
Numeracy	23
Enquiry Based Learning.....	23
Sciences	24
Social Studies.....	24
Technologies	24



CRAIGDHU PRIMARY SCHOOL
Handbook 2025/2026



Religious and Moral Education	24
Expressive Arts	24
Health and Wellbeing.....	24
Homework.....	25
Sensitive Aspects of Learning.....	25
Extra-Curricular Activities.....	26
Educational Excursions.....	26
SECTION 5	26
Assessment and Reporting.....	26
SECTION 6	27
Transitions and enrolments	27
Early Learning and Childcare	29
SECTION 7	33
Support for Pupils.....	33
Advocacy	36
Supporting Families Service	36
Protecting Children and Young People	37
Specialist Support Service	38



Head Teacher welcome



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East Dunbartonshire Council

www.eastdunbarton.gov.uk

Craigdhu Primary School

Prestonfield

Milngavie

Glasgow G62 7PZ

Tel No. 0141 955 2237

Fax No. 0141 570 0036

Email : office@craigdhu.e-dunbarton.sch.uk

August 2025

Dear Parents

Welcome to Craigdhu Primary School. Our handbook provides you with an overview of our school community and with information provided by East Dunbartonshire Council for all schools to share with parents. After reading this if you require further information this can be found on our website: <http://www.craigdhu.e-dunbarton.sch.uk/> or by contacting the school directly.

If you wish to join the school, please enquire via East Dunbartonshire Council website: <https://www.eastdunbarton.gov.uk/services/a-z-of-services/primary-secondary-and-early-years-education/primary-school/primary-school-registration/>

At Craigdhu Primary we aim to provide a safe, caring environment where we support the needs of all pupils through a wide and varied curriculum. Pupils enjoy our outdoor space, with our wooded area which we timetable for all classes to enjoy. We value strong partnerships with pupils, parents and the local community.

Please do not hesitate to contact the school for more information or see our website: <http://www.craigdhu.e-dunbarton.sch.uk/>

Yours sincerely

Julie Ryman

Mrs Julie Ryman
Acting Head Teacher



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East Dunbartonshire Council

www.eastdunbarton.gov.uk

Education in East Dunbartonshire

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

“Working together to achieve the best with the people of East Dunbartonshire”

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the council's commitment to:

- the customer
- excellence
- innovation
- partnership and
- our employees

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SECTION 1

School Information

School name :	Craigdhu Primary School	
Head Teacher :	Acting Head Teacher Mrs Julie Ryman Mrs Lesley Davidson – Head Teacher (Currently on secondment)	
Address :	Prestonfield Milngavie Glasgow G62 7PZ	
Telephone Number :	0141 955 2237	
Email address:	office@craigdhu.e-dunbarton.sch.uk	
Website :	http://www.craigdhu.e-dunbarton.sch.uk/	
Present Roll :	219	
Working capacity	347	
Current class structure	Primary 1 Primary 1 Primary 2 Primary 3	Primary 4 Primary 4 Primary 5 Primary 6 Primary 7 Primary 7
Denominational Status	Non-denominational	
Status	Co-educational	

Composite classes are formed in line with East Dunbartonshire's guidelines and have a maximum size of 25. The maximum class size P4 – 7 is 33. There is a class reduction policy implemented within the P2 – P3 stages where no class will be larger than 30 and where possible no larger than 25 in P1.

Parents should note that the working capacity of the school may vary depending on the number of pupils at each stage and the way in which the classes are organised.



Accommodation and Facilities

Craigdhu Primary School is situated at the edge of Milngavie, a small town to the North West of Glasgow. The school was opened in August 1976 and is of a semi-open plan design that has a very attractive, semi-rural location with farmland on two sides. The school has extensive playground space for the children with a refurbished football pitch, a wooden trim trail and a musical trail available to all pupils. The Living Classroom is a beautiful wooded area that all pupils access at least once a week during learning times. One member of staff is Forest Schools trained. We are very fortunate that our grounds are an ideal environment for encouraging outdoor learning and are creatively used by pupils and staff.

The school has a large central hall doubling as a gymnasium and cafeteria with three teaching blocks and an administration block. Our hall is very large and easily accommodates the whole school for assemblies and services. It is also used for after school clubs, PTA discos, fund raising events and school fairs. There are twelve classrooms, a music room, a stage and facilities to accommodate children with physical disabilities. Each teaching block has a large, shared, open area for active learning and activity times. Our ICT suite is situated in the open area outside the P7 classroom. This is timetabled for all classes.

Time Out Club

Breakfast Club/After School Club Time Out Club operates in the school from 8am – 9am and 3pm – 6pm.
<https://www.time-outclub.co.uk/>

West End Adventure also pick up from Craigdhu after school and provide services off site. Please refer to their website for further information <https://www.westendadventure.co.uk/after-school-care/>



Staff Information

SENIOR LEARNING TEAM		
A/Head Teacher	Mrs Julie Ryman	
A/Depute Head Teacher	Mrs Helen Crossey	
Principal Teacher	Mrs Lindsay Matthews (0.6)	
TEACHING STAFF		
Primary 1	Mrs Kirsty Walker & Mrs Nicola O'Brien	
Primary 2	Miss Neve Dunlop	
Primary 3	Mrs Susan Bell/Mrs Pamela Young	
Primary 4	Mrs Pauline Duffy and Miss Kirsty Macdonald	
Primary 5	Mrs Jenny Kerr/Mrs Colette Mackie	
Primary 6	Mrs Anna Gordon	
Primary 7	Mr Jonny Cosh and Mr Michael Pont	
NCCT Teachers	Mrs Susan De Quadra Mrs Wendy Hamilton Mrs Ashleigh MacDonald	
School Psychologist	Marie Davidson	Educational Psychologist
Support Staff	Mrs Doreen Buchan	Administrative Assistant
	Mrs Lyn Bache	Clerical Assistant
	Mrs Rachel Getty	Clerical Assistant
	Miss Brown	Classroom Assistant
	Mrs Yvonne Campbell-Gray / Mr Dean Barnes	Classroom Assistant
	Ms Mhari Dunn	Support for Learning Assistant
	Mrs Ellen Lockington / Ms Annmarie Mitchell	Support for Learning Assistant
	Mr Dean Barnes (0.5)	Support for Learning Assistant
Building Manager	Mr George Wilson	
ICT Support Analyst	Mr Kieran Graham	
Caterina Staff	Ms Hazel Kermack Ms Esther Roger	
Cleaning Staff	Ms Lyn Connelly Ms Helen Carrie Ms Marie Calderwood Ms Margaret Smith	
School Chaplain	Rev L Brennan	



School Timetable

09.00	-	10.40
10.40	-	11.00 (interval)
11.00	-	12.40
12.40	-	13.20 (lunch)
13.20	-	15.00

HOLIDAYS 2025/2026

School holidays 2025/26

School holiday dates	
Holiday	Dates
August 2025	
Teachers return (In-service day)	Tuesday 12 August
In-service day (teachers)	Wednesday 13 August
Pupils return	Thursday 14 August
September 2025	
September weekend	Friday 26 September to Monday 29 September
Pupils and Teachers return	Tuesday 30 September
October 2025	
In-service day (Teachers)	Friday 10 October
October break	Monday 13 October to Friday 17 October
Pupils and Teachers return	Monday 20 October
December 2025 and January 2026	
Last day of term	Friday 19 December
Christmas and New Year	Monday 22 December to Friday 2 January
Pupils and teachers return	Monday 5 January
February 2026	
February break	Monday 16 February to Tuesday 17 February
In-service day (Teachers)	Wednesday 18 February
Pupils return	Thursday 19 February
April 2026	
Last day of term	Thursday 2 April



School holiday dates

Holiday	Dates
Easter Break	Friday 3 April to Friday 17 April
Pupil and Teachers Return	Monday 20 April
May 2026	
May Day (closed)	Monday 4 May
Pupils and teachers return	Tuesday 5 May
Inservice Day (teachers only)	Thursday 7 May
Pupils return	Friday 8 May
May weekend	Friday 22 May to Monday 25 May
Pupils and teachers return	Tuesday 26 May
June 2026	
Last day of school	Thursday 25 June

Attendance and Absence

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Each child's absence from school is to be recorded in the school register as authorised ie approved by the authority, or unauthorised ie unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	9 days	Attendance at or above this level gives a learner the best chance of success.
90%	19 days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80-85%	27-36	Attendance at this level has serious implications for learning and progress.



There are key rights, duties and legal obligations in relation to attendance as outlined in “Included, Engaged and Involved (Part1)”. These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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Un-notified Absence Policy

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child’s school/centre of all absences.

Child missing in education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time. Attendance must be recorded twice a day, morning and afternoon.



Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch using the usual digital methods of communication used by the school ie email, Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family



and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledged in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

Parents Welcome

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

Parental Involvement

Links between home and school are hugely important and we aim to involve parents in as many aspects of school life as possible.

Several visits are arranged prior to your child entering Primary 1. This enables parents to get to know each other and to find out about the school. If possible the children also get to know their class teacher at this time.

Formal parent interviews are held twice a year. Parents may telephone the school to make an appointment with the Head Teacher, Depute Head Teacher or class teacher at any time. Learning and samples of work are sent regularly via Seesaw to give children an opportunity to share their work.

Regular newsletters are issued and these help to keep you informed about the life of the school. These newsletters are emailed to parents. The Groupcall text messaging and emails are also used for contacting parents.

Please refer to our website for school information. Social media - Facebook and Instagram are also updated regularly with photographs and school news.

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved, children do better in school. At Craigdhu Primary we highly value partnership with parents. We hold two formal parent evenings per year but also encourage parents to contact the school at any time to discuss any issues regarding their child. This is best done by telephoning or emailing the school office. We are happy to



arrange an appointment or have a discussion over the phone. Classes also welcome families to the classroom to share their learning and events are held each term where parents are invited to join us to celebrate success.

<http://www.craigdhu.e-dunbarton.sch.uk/media/16885/cps-communication-policy.pdf>

Parent Council

For more information: <http://www.craigdhu.e-dunbarton.sch.uk/parents-info/parent-council/>

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools

All parents/carers are automatically members of the Parent Forum at Craigdhu Primary School. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever possible

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Councils are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role)

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at <https://education.gov.scot/parentzone>

The school members of Craigdhu Primary School Parent Council are:

Acting Head Teacher –Mrs Julie Ryman / Acting Depute Head Teacher – Mrs Helen Crossey

The Parent Council can be contacted by email: craigdhuprimaryparentcouncil@gmail.com



Parent Teacher Association (PTA)

For more information <http://www.craigdhu.e-dunbarton.sch.uk/parents-info/parent-teacher-association-pta/>

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4376, fax 0870706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

The school has a thriving PTA. They arrange numerous fund-raising events for the school. Every year the PTA organises and runs discos and other events for all pupils throughout the year. The committee are extremely hard working and committed to supporting all children in the school. We are very grateful to the PTA who have recently raised funds for classroom furniture and iPads in order to support the learning of all pupils. They continue to support the school to be a strong part of the local community.

The PTA regularly seeks help to run events and any help you can offer is appreciated. Please volunteer when you can in order to share the workload and ensure events are a success for pupils. PTA meetings are held regularly. Dates and times of meetings are published in the school newsletters along with Groupcall reminders. Representation from the senior leadership team attend meetings along with parents. We try to ensure representation from each stage of the primary school. The PTA welcome questions/comments from parents. If you wish to contact them the email address is: craigdhuprimarypta@gmail.com

School Improvement Plan Groups (SIP GROUPS)

Our School Improvement Priority (SIP) groups meet once a month. They provide pupil voice in order to support driving forward our key priorities. All groups are involved in feeding back during assembly times. Our groups this year are:

Pupil Council

Pupil Council have worked on gaining our Reading Schools award. They also make key decisions about fundraising events and activities to take place in school. They are also consulted on school improvements in order to support pupil voice in the school improvement plan. This year a key aspect is 'The Circle Policy.' <http://www.craigdhu.e-dunbarton.sch.uk/learning/a-reading-school/>

Eco group

The Eco group have worked hard to gain our 9th eco flag. They continue to ensure we retain this status through ongoing eco activities in school. <http://www.craigdhu.e-dunbarton.sch.uk/learning/an-eco-school/>

Rights Respecting School group

The Rights' Respecting group worked hard to gain our Gold award. They plan events in order to raise awareness of RRS in school. This year a key aspect is 'The Circle Policy.' <http://www.craigdhu.e-dunbarton.sch.uk/learning/rights-respecting-schools/>

Sports Committee

The Sports Committee are working towards our Gold Sports Award. They have planned events in school and this year a key aspect is 'The Circle Policy.'



Digital group

Having gained 3 awards, the digital group are this year working on a film focus. Watch this space as they produce short films to support our learning in school. <http://www.craigdhu.e-dunbarton.sch.uk/learning/a-digital-school/>

STEM group

The STEM group work on STEM projects across the school. They will also provide additional learning for pupils in our open area P4-6.

SECTION 3

School Ethos

Vision, Values and Aims

VISION

Vision statement:

#ENDEAVOUR READY TO PARTICIPATE, READY TO LEARN, READY TO LEAD....
#LEARN

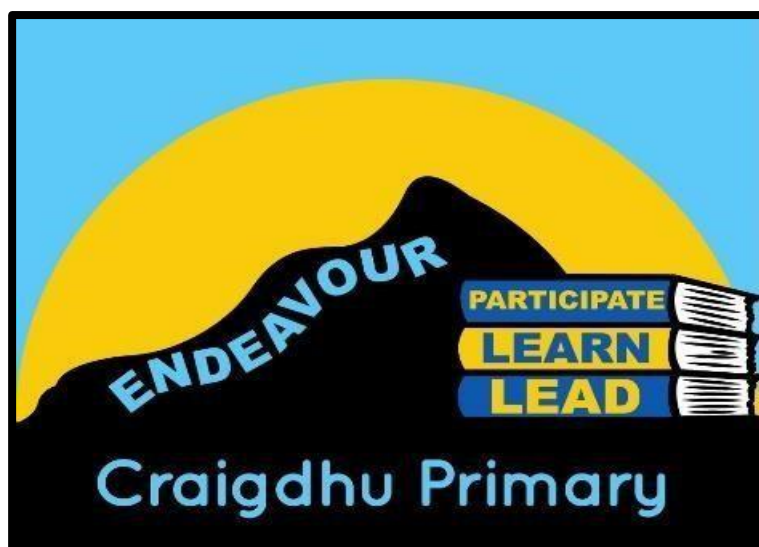
VALUES

School values:

EXCELLENCE. NURTURE. DETERMINATION. ENCOURAGEMENT. ASPIRE. VALUED. OPEN. UNITED.
RESPECTFUL

AIMS

- Raise attainment and achievement of all pupils through Curriculum for Excellence
- Develop lifelong enthusiasm for learning
- Foster positive and productive partnerships with pupils, parents, outside agencies and the wider community
- Create an environment where children are happy and eager to learn, feel valued, supported confident and secure
- Help pupils to become independent learners, be aware of their social responsibilities and develop a positive attitude to life
- Value effort and celebrate success by providing a challenging and motivating curriculum



The school and its pupils have an important contribution to make to the local community. Respect for others and a caring attitude are fostered at every opportunity. Close links exist with local Early Years' groups with regular liaison meetings being held for staff to discuss developments and improve links. Staff visit children in pre-school prior to our pre-entrant programme. Newsletters and invitations to events are circulated. Regular contact with neighbouring primary and secondary schools, involving sporting and other competitions, are encouraged in the local area. The school does a great deal of fundraising for various charities. Information about these events is provided throughout the session. The school also has strong links with local churches and organisations that cater for the elderly in the local community.

We celebrate the achievements of all pupils at regular assemblies. These can be something they are proud of in school or outside school. Pupils from each class are awarded certificates based on the school values and their achievements are celebrated. A house system operates throughout the school to encourage positive behaviour and to reward children for good work, effort and behaviour. We also use Seesaw and social media to celebrate special achievements.

The children are given a 'House' when they start school. The house names are:

Allander (yellow)	Campsie (red)
Lennox (green)	Mugdock (blue)

We also have a captaincy team from Primary 7 who support school events. This is made up of captains and vice captains along with Head girl /boy.

<http://www.craigdhu.e-dunbarton.sch.uk/pupil-zone/house-captains-and-vice-captains/>



Equal Opportunities and Social Inclusion

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity race, religion or belief, sex and sexual orientation.

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability, and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's Technical guidance for schools in Scotland' in the development of its policy and practice.

Technical guidance for schools in Scotland/EHRC (equalityhumanrights.com)

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.



- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.

The cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing. In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and



young people as well as their parents or carers

- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

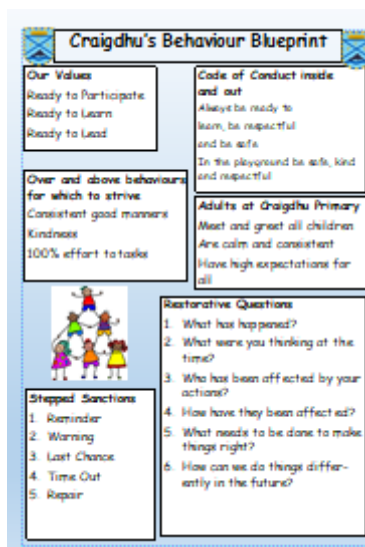
East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

Pupil Conduct

A very close partnership between the school and parents is required to ensure the best possible standards of behaviour. Children have the right to learn and play in a happy and relaxed atmosphere. The class teacher will deal with any minor difficulties but repeated unacceptable behaviour is reported to the senior leadership team. Parents will be contacted as necessary. We are grateful for parents continued support in this. The school's Behaviour Blueprint is displayed throughout the school and is regularly taught through class lessons and school assemblies. We expect a high standard of appearance and behaviour.



All staff are committed to promoting positive behaviour. The school is fully committed to and adhere East Dunbartonshire's Anti-Bullying Policy and Anti-Racist Policy. Any allegations of bullying or racism will be investigated thoroughly by a member of the senior leadership team and the results of the investigation noted. Parents will be kept fully informed during the process and of the outcome.

<http://www.craigdhu.e-dunbarton.sch.uk/media/19678/behaviour-policy.pdf>

SECTION 4

School Curriculum

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children to make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

<http://www.craigdhu.e-dunbarton.sch.uk/learning/curriculum/>

Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance, Film & Screen and Music
Health and Wellbeing



Literacy and English
Numeracy and Mathematics
Religious and Moral Education (RME)
Sciences
Social Studies
Technologies

Literacy

Reading & Spelling

The children follow a structured and progressive Literacy programme. In the Early Years, Reading, Spelling and Writing are fully integrated through a Synthetic Phonics teaching approach. Phonics skills are developed through a combination of methods including explicit teaching as a whole class and in groups, and also other Play opportunities.

As the children transition into P4-7 they are introduced to Reciprocal Teaching for Reading which allows children to work in peer-led groups to discuss a variety of texts in depth. We aim to expose children to a broad variety of texts throughout their reading experience. At all stages, the children are expected to read for information and for enjoyment using the wide range of fiction and non-fiction available in school. We have a selection of books in every class and fully catalogued, non-fiction and fiction library areas. We aim to promote the enjoyment of reading at all times and our staff are committed to promoting this love of reading with all children.

In P4-7 the children continue to learn new Spelling rules through a structured programme based on an Active Literacy approach. This is a multi-faceted approach which teaches spelling rules, common words, affixes and semantics. Staff teach spelling strategies explicitly and refer to these regularly in order to ensure spelling skills are transferred to all areas of the curriculum.

Writing

Throughout the school there is a strong emphasis on ensuring the cursive handwriting programme is followed from P3-P7 to ensure the children are presenting their work to the best of their ability. Children are taught the correct letter formations from P1 and P2. The Children are encouraged to write neatly and clearly.

In the early stages, children's enthusiasm for writing is encouraged and varied opportunities are provided to express ideas and begin story writing. At all stages, children will experience of functional, personal and imaginative writing. Children are introduced to phonics through our school's phonic programme.

At all stages children are encouraged to improve their writing by focussing on vocabulary, connectives, openers and punctuation (VCOP). The school use a variety of methods to teach writing including 'Talk for writing'. The classes follow are writing skills progression, which is differentiated depending on stage and ability.

Children are always encouraged to present their work neatly and a whole school presentation policy is used. The children creatively use ICT in their work and ICT is also used to support a variety of different learning needs. All parents are required to give their permission to allow their child to access East Dunbartonshire Council's protected site.



Modern Languages

French is taught to all pupils from primary 1 to 7 and Spanish from primary 4 to 7. We are very fortunate to have fully trained Primary Modern Languages teachers as permanent members of Craigdhu Primary School staff. This session all children have also experienced learning about the Mandarin language and culture.

Numeracy

The mathematics experiences and outcomes are structured as follows:

- Number, money and measurement
- Shape, position and movement
- Information handling

Our programmes of work are based on a conceptual approach to the learning and teaching of mathematics and use well-known contexts to help children's understanding. A wide range of practical materials are available for all aspects of mathematics and these are used regularly during active maths sessions.

The numeracy approach of Concrete, Pictorial and Abstract (CPA) is used to build a deep understanding of mathematical concepts. It begins with the concrete stage, where children use physical objects (Numicon, number lines, counters etc) to model problems. This hands-on experience helps pupils grasp the basics. Next, the pictorial stage, where they represent these objects through drawings or diagrams (bar models, part-whole model etc) bridging the gap between physical and abstract. Finally, the abstract stage involves using numbers and symbols to solve problems, encouraging children to apply their understanding without the need for physical or visual aids. This gradual transition ensures a solid foundation in numeracy and ensures children have a range of strategies to solve problems.

Children take part in mental mathematics sessions to learn strategies and skills to increase mental mathematical abilities.

We use a range of supplementary practical and active materials to help children fully understand mathematical concepts. These include maths games, problem solving activities, calculator activities and group tasks. ICT is also used to develop mathematical skills especially the use of Sumdog. In this way we can cater for the needs of all children within the school. Additional resources are available for mathematics at each stage. Numeracy skills are also developed throughout the curriculum and using the local environment

Enquiry Based Learning

This is a method of teaching children ensures there is a strong depth and breadth within the curriculum. It ensures appropriate challenge through conceptual statements. It has a clear progression across all curriculum areas and stages within the school. Enquiry is personalised and gave the children the opportunity to ask questions based on what they want to look at within that subject. It is aligned with the Scottish Curriculum. This method of teaching is very relevance as it is linked to the world around them as well as teaching them skills to become lifelong learners. The subjects and areas cover within enquiry are listed



below. Throughout the year there is a balance of all subject areas ensure all children have a great learning experience of the curriculum.

Sciences

This covers the following organisers:

- planet Earth
- forces, electricity and waves
- biological Systems
- materials
- topical Science

Social Studies

This covers the following:

- people, past events and societies
- people, place and environment
- people in society, economy and business

Technologies

This covers the following:

- digital literacy
- food and textiles
- technological development in society and business
- craft, design, engineering and graphics
- computing science

Religious and Moral Education

This covers the following areas:

- beliefs
- values and issues
- practices and tradition

Expressive Arts

This covers the following organisers:

- Art and design
- Dance
- Drama
- Music

Health and Wellbeing

Craighdu Primary has a Health and Wellbeing programme aligned with Curriculum for Excellence experiences and outcomes. The areas covered within this programme deal with mental, emotional, social and physical wellbeing. We aim for pupils to receive two hours of physical education, activity and sport each week.

Other important aspects of this programme are food and healthy eating, drug and alcohol awareness as well as building relationships and sexual health and parenthood. Sensitive aspects of the sexual health programme are taught in term four after a letter has been issued to inform parents of the lesson content.



Our Health and Wellbeing policy is available on the school website.

Also:

Information about how the curriculum is structured and curriculum planning –

http://www.educationscotland.gov.uk/the_curriculum

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Homework

Homework mainly consists of literacy and numeracy activities shared via Seesaw. These activities allow children to practise and consolidate core reading, spelling and numeracy skills. Children should be encouraged to practise their reading at home and to regularly read for pleasure with their families.

Parents play a vital role in their child's education, we would encourage you to spend a short time each evening with your child on learning activities. These may be reading books together from school or home, playing games, drawing or talking about what happened at school or about a topical item of news.

Link to games to practise skills are available on our website <http://www.craigdhu.e-dunbarton.sch.uk/pupil-zone/>

Sensitive Aspects of Learning

If your child is having Health and Wellbeing difficulties, we are sensitive to this and parents will be contacted by the Senior Leadership Team to discuss. We have many options on offer as follows:

- Counselling through Lifelink (1:1 or small group)
- LIAM (Let's Introduce Anxiety Management for Children) NHS support carried out by a staff member in school
- Seasons for Growth – a group programme for pupils experiencing a change at home this includes bereavement or separation
- Kitbag or Talking Mats – talking tools to support pupils needing some support

Craigdhu Primary is an LGBT pilot school. We work closely to ensure that teaching is aligned with the Relationships and sexual health programme. This way parents are informed ahead of time what will be delivered.



Extra-Curricular Activities

We work closely with Active Schools to provide opportunities for pupils to take part in wide range of after school clubs and taster sessions across the year. Our P7 pupils also support lunchtime clubs for pupils. Some examples include, basketball, chess, cross country, dance, football, hockey, Glee, netball, rugby, table tennis.

Educational Excursions

All pupils are given the opportunity to take part in out of school visits to enhance their learning. We embrace every opportunity to book visits to ensure the children's learning is stimulating, relevant and enjoyable.

Primary 7 children are given the opportunity to take part in a residential outdoor outing at Ardmay House in Arrochar. Parents are informed in writing of the full details before any excursion takes place. Signed permission is always sought for every visit.

SECTION 5

Assessment and Reporting

At Craigdhu Primary children's progress is continually monitored on a day to day basis. Pupils are also involved in self and peer assessment and pupils are fully involved in reflecting on their own learning and the learning process. Through their Learning Stories children record their progress and achievements. These are sent home throughout the school year so that children can share their learning with their parents. This ensures that the children are provided with an appropriate programme of learning.

We use screening and diagnostic tests in literacy, spelling and mathematics to identify the specific needs of the children. We use these test results to help to track and carefully monitor all pupils' progress.

Parents' evenings are held twice a year. 1 written report will be issued throughout the session. We also hold an open event during the school year in order to allow parents to share in the children's learning.

Parents who have children requiring additional support will meet more regularly with the school and associated agencies. This will be through regular informal meetings and through review meetings. The senior leadership team have a thorough programme in place to monitor the progress of all pupils and the standards of attainment.

If you wish to discuss your child's progress **at any other time**, please contact the office and an appointment will be made with the Head Teacher, Depute Head Teacher or class teacher.

Liaising with and Involving Parents in their Child's Education

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;



- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not “looked after and accommodated” by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a “parent” (under Education Law) has the right to receive advice and information about their child’s education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual’s exercise of parental rights and responsibilities.

Schools collect information about a child’s family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child’s school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication *Schools, “Parents” and “Parental Responsibility”: A briefing paper for schools and education support services under the management of East Dunbartonshire Council* (2007).

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 123 4510

Email: greg.bremner@eastdunbarton.gov.uk

SECTION 6

Transitions and enrolments

East Dunbartonshire Council is committed to the provision of high quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The Early Years Admission Policy sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at an early learning and childcare provider/early years centre.



Early learning and childcare provision is non-denominational. This means that all early years' centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centre provides places for children aged 3-5 and eligible 2 year olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centre can be found on the East Dunbartonshire Council website

Funded places can be accessed either in a local authority early years centre or with a Funded Provider. Funder Providers, include early learning and childcare providers in the private, voluntary and independent sector, as well as childminders who have been accepted into East Dunbartonshire Councils early years procurement framework to provide early learning and childcare.

The East Dunbartonshire Council website sets out clear information to guide the online application process for all funded early years places. Applications for 3 and 4-year-old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the Early Years Admission Policy. Parents are required to upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at application stage.

Some two year olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. This criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two-year-old place can be made at any time. When applying parents are required to upload a recent confirmation of qualifying income, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two year olds can start from the term after their second birthday, as per the Early Years Admission Policy. Parents will also be required to complete an application for their child's 3 and 4-year place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two year olds; online applications can be found on the website.

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.

From August 2023, a change in Scottish Government legislation means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year.

[Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website.](#)

It is important to note that parents who are applying for deferred entry for their child must also [register their child for Primary 1](#). The [Early Years Admissions Policy](#) provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be



considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Early Learning and Childcare

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Early learning and childcare provisions are non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centres provide places for children aged 3-5 and eligible 2-year-olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the [East Dunbartonshire Council website](#)

Funded places are available in local authority early years centres or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary, and independent sector, as well as childminders who are part of East Dunbartonshire Councils early years partnership framework to provide funded early learning and childcare.

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Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Nursery transition

Craigdhu Primary School values links with all early years' centres. We have strong links with all local nurseries. We aim to visit all pupils before they start in primary one. This helps to ensure that all pupils have a smooth transition from pre-school to primary one and provides us with useful information about your child's progress.

Registration and enrolment

Information on new school entrants can be found on the council's website, www.eastdunbarton.gov.uk. Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact sharedservices.education@eastdunbarton.gov.uk.

Before leaving an Early Learning & Childcare Centre, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of education of the child transferring to primary.

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services – Education by emailing sharedservices.education@eastdunbarton.gov.uk or calling 0300 1234510.

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local



press and early years centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school. You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

Enrolment dates will be given through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1 March and the end of February the following year.

Secondary School Admissions

Transfer information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a placing request as detailed in the placing request section below.

You do not need to submit a placing request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

This is a very important time for pupils but can sometimes be a bit worrying for them!

A full transition programme is in place for pupils in primary 7. This is managed by the 3-18 Cluster Management Group of local primaries and Douglas Academy. We ensure curriculum links and also organise opportunities for pupils to prepare for the next stage of their education staff from Douglas Academy visit P7 regularly to work with pupils and staff. A meeting for primary 7 parents is also held in June at Douglas Academy to find out more about their child's secondary education. All pupils transferring to Douglas Academy visit for two days, usually in June. They are shown around the school and follow part of the secondary timetable. Pupils have the opportunity to use the cafeteria and make their own way to and from Douglas Academy.

Primary 6 pupils will attend the "Going for Gold" day at Douglas Academy in April. This is a programme where pupils continue their primary 6 Health and Wellbeing work by visiting several departments in Douglas Academy.

Children with additional needs will be well supported in their transition to secondary school and parents are fully involved in this process.



Pupils are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Children from Craigdhu Primary School normally transfer to:

Douglas Academy
Craigton Road
Milngavie
Glasgow G62 7HS

Tel : 0141 955 2365

Head Teacher : Mr Michael Healy

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 Children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of the Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to the East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council Website.

Any Placing Request received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents/Carers will be notified of the outcome of their request within 2 months of receipt of your Placing Request.



As soon as a decision has been made you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid-Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

SECTION 7

Support for Pupils

In East Dunbartonshire Council we have our Including Every Learner Policies – *Promoting positive relationships and managing behaviour that challenges and Policy and provision for children and young people with additional support needs*. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and Targeted Levels of Support:



Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs, then a rigorous process of assessment, planning and support is put into place.

There are several resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.



Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.



Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG). The GLG is the decision-making forum for all specialist placements.

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information go to www.resolvemediation.org.uk

Advocacy

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

My Rights My Say

Enquire: www.enquire.org.uk 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410

Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: parenting@eastdunbarton.gov.uk A member of the team will be in touch.



Protecting Children and Young People

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views, and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.

If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.



At Craigdhu Primary School, we aim to enable all pupils to achieve their full potential in learning. Any child experiencing a difficulty will be provided with additional support. Our Acting Depute Head Teacher, Mrs Helen Crossey, co-ordinates support for learning. This support is given for a variety of reasons and parents are always informed if there is a particular difficulty.

We work closely with East Dunbartonshire Council's Support for Learning Services and a variety of outside agencies, including NHS, Social Work and the Community Police.

What should I do if I think my child has additional support needs?

If you think your child may have additional needs, you should ask the class teacher about this in the first instance. The management team are also available to co-ordinate and provide additional support. Please do not hesitate to contact us. Often early intervention is the best way of supporting your child.

What will the school do?

All children and young people have their needs regularly assessed and reviewed. We continually make assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and pre-school establishments in East Dunbartonshire look at children's needs as a process of staged intervention. This process allows teachers and others to:

- identify those children who may need additional support
- make plans to support those children
- deliver the support the child requires; and
- regularly review the support provided
- children who have social, emotional or behaviour needs

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point.

If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information go to www.resolvemediation.org.uk.

Specialist Support Service

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:



- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

The named person for Craigdhu Primary School is Mrs Lesley Davidson, Head Teacher, who can be contacted anytime at school via the school office.

Pastoral Support

At Craigdhu Primary School class teachers and support staff provide pastoral support for all pupils. Through our extensive health and wellbeing programme we aim to fully support all pupils. Procedures are in place for class teachers to report concerns to the Senior Leadership Team and parents will be contacted if necessary.

The school runs a Pupil Support Group (PSG) chaired by our Depute Head Teacher and the Educational Psychologist. These meetings provide a forum for discussion relating to children's learning and development. This may be done in conjunction with other members of staff and external agencies. Parents will be informed of any decision relating to specific actions for their child following such meetings.

PSGs are also held at Douglas Academy to discuss pupils in P6 and P7 before they transfer to secondary school. These are attended by our DHT.

Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.



It is the entitlement of every child to be supported throughout their education. The *Wellbeing Pathway* provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator is displayed prominently within the school.

Raising Attainment



Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's key achievements and areas of future focus for improvement.

<http://www.craigdhu.e-dunbarton.sch.uk/school-info/standards-quality-report/>

School Improvement Plan

Please see the School Improvement Plan for our development priorities:

<http://www.craigdhu.e-dunbarton.sch.uk/school-info/improvement-plans/>

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme. The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils;
- plan and deliver better policies for the benefit of specific groups of pupils;
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better
- enhance quality of research to improve the lives of young people in Scotland

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.



The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/topics/statistics/scotxed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA.

On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linking of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson at mick.wilson@scotland.gsi.gov.uk or write to Educational Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

SECTION 9

School Policies and Practical information

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.



Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons - please note there is a requirement that all jewellery is removed prior to undertaking physical education activities. We find that children lose valuable PE and work time, taking earrings in and out, having recently had their ears pierced. We have been advised that newly pierced ears can no longer be covered with tape. If you are considering allowing your child to have their ears pierced this would be better at the end of a term, thus allowing time for ears to heal and earrings to be removed for PE.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing, such as T-shirts or other items painted with obscene language or illustrations, are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Grants and Free School Meals.

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

If you have any queries regarding the school's dress code, please contact the Head Teacher.

At Craigdhu Primary School all pupils can wear any combination of the following:

Grey trousers, skirt or pinafore dress
White shirt or blouse and school tie
Blue sweatshirt with white or blue polo shirt
Black school shoes

Additional items available are:



Blue fleece, woollen hat, schoolbag, school badge and waterproof jacket.

Sweatshirts and polo shirts with the school badge along with the additional items are available through our ordering service. Information on how to do this is on the school's website at <http://www.craigdhu.e-dunbarton.sch.uk/school-info/uniforms/>

School Meals

Craigdhu Primary School operate a cashless cafeteria system that provides a wide selection of meals and snacks. Pupils pay for their meals on a daily basis. There is an emphasis on encouraging children to eat healthy options with fresh fruit and salad available daily. There is a termly menu available which includes prices. These menus and the lunchtime rota are both available on the website.

Facilities are also available within the hall for children who wish to bring a packed lunch. In order to avoid accidents, please do not give children breakable bottles, cans or hot liquid flasks. Plastic bottles are collected and recycled. Subsidised milk is available for all children.

As we have children with diagnosed severe peanut allergy we must insist that all children refrain from bringing nuts or peanut butter to school. Even sitting beside someone with food items containing nuts is enough to trigger extremely severe reactions in some children. For the same reason our cash cafeteria specialises in a "nut free" diet.

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

From January 2022 all P1-P5 pupils are entitled to a Free School Meal. This is universal and in line with the Scottish Government Guidelines.

Some families may also be eligible for a school clothing grant and free school meals. Information on eligibility criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

Transport

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route.



This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

(c) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below. *
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).



- *In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

Parental Responsibilities

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

Medical and Health Care

At Craighdu Primary School if your child requires medication during the school day you must contact the school office so that the appropriate form may be completed. All medicines must be clearly labelled and are stored in a locked filing cabinet in the medical room. Only medicines prescribed can be administered by school staff.

If your child suffers from asthma and requires an inhaler, we would prefer a spare inhaler to be provided and kept in school. Medical forms need to be completed and stored for inhalers also. At the end of the session parents will be asked to collect all medicines from school to be disposed of.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupils needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, Chief Education Officer.

Data Protection Act 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit – www.Eastdunbarton.gov.uk/council/privacy-notice

Accessing Your Child's Pupil Records

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.



A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

Use of Photographs and Video Film Involving Pupils

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access worldwide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

School Campus No Smoking Policy

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

Pupil Use of Mobile Phones and Smart Watches in School

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.



The Education Committee of East Dunbartonshire Council as a result of these concerns agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

- Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
- Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
- If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
- Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
- If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed

In Craighdu Primary the same points apply to the use of smart watches in school.

Social Media

The school community are encouraged to be mindful of the use of social media regarding posts about the school, children and staff. In Craighdu we welcome feedback but would be grateful if you could direct it to a member of the Senior Leadership Team via the school office.

Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.